DOCUMENT RESUME

ED 318 733 SP 032 363

AUTHOR Cole, Ardra L.
TITLE Teachers' Experienced Knowledge: A Continuing Study.
PUB DATE 90
NOTE 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Change; *Beginning Teachers; Elementary Secondary Education; Foreign Countries; *Individual Development; Knowledge Level; Personal Narratives; *Preservice Teacher Education; Professional Development; Self Evaluation (Individuals); *Teacher Attitudes; *Teaching Experience; Teaching Skills

ABSTRACT

For the past three years a small group of teachers has been followed, first through their 1-year preservice teacher education program and then throughout their first two years of full-time teaching, in an attempt to gain insight into their development. In this paper reference is made to the stories of two of these teachers, to consider the following questions: (1) How do teachers' conceptions and perspectives change and grow through experience? (2) What factors do they see as enabling and constraining their development? and (3) How do they respond to these perceived encouragements and constraints? The document focuses on the professional context and examines the development of teachers' experienced knowledge within that context. It describes the personal conceptions and perspectives with which each teacher entered the profession and shows how his/her perceptions have changed and developed over the first two years of teaching. The document describes the professional context in which they have been situated as full-time teachers and consider how their experiences within those contexts have influenced their development over the three-year period. Finally, the document reflects on some of the theoretical implications of this research as it relates to the understanding and development of teachers' experienced knowledge, and on some of the practical implications as it relates to the professional development of beginning teachers. (Author/JD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED318733

# Teachers' Experienced Knowledge: A Continuing Study

Ardra L. Cole

The Ontario Institute for Studies in Education
Midwestern Centre

Margaret Avenue School
325 Louisa Street
Kitchener, Ontario
Canada N2H 5N1
Phone (519) 579-0780
FAX (519) 579-8370

Running head: EXPERIENCED KNOWLEDGE

Paper presented at the Annual Meeting of the American Educational Research Association
Boston, Massachusetts, 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. L. Cole

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP032363

Abstract

For the past three years I have been following a small group of teachers, first through their one year preservice teacher education program and then through their first two years of full time teaching, in an attempt to gain insight into their development.
In this paper I refer to the stories of two of these teachers, Elizabeth and Monique, to consider the following questions:

1. How do teachers' conceptions and perspectives change and grow through experience?
2. What factors do they see as enabling and constraining their development?
3. How do they respond to these perceived encouragements and constraints?

I focus on the professional context and examine the development of teachers' experienced knowledge within that context. I describe the personal conceptions and perspectives with which each teacher entered the profession and show how their perceptions have changed and developed over the first two years of teaching. I describe the professional contexts in which they have been situated as full time teachers and consider how their experiences within those contexts have influenced their development over the three year period. Finally, I reflect on some of the theoretical implications of this research as it relates to the understanding and development of teachers' experienced knowledge, and on some of the practical implications as it relates to the professional development of beginning teachers.

# Teachers' Experienced Knowledge: A Continuing Study[1]

Ardra L. Cole
Ontario Institute for Studies in Education

Monique: "Teachers are people who love learning!" (Year 1)

"It's just so fun to go to work in the mornings. I get excited when I think about new ideas . . . . [Teaching] is so creative. I really like that part." (Year 2)

"I realize that I am changing. . . . If I just keep in mind the things that I want to do and . . . just work towards them I will be driven enough by my feelings and convictions to get there." (Year 3)

Elizabeth: "I love learning and want to instil into my students an appreciation for knowledge." (Year 1)

"I thought I was going to make a difference. . . . Oh, you learn, you learn." (Year 2)

"Once [the students] get excited about something that interests them, that's great to see. . . . I 'm starting to have fun." (Year 3)

For the past three years I have been following a small group of teachers, first through their one year preservice teacher education program and then through their first two years of full time teaching, in an attempt to gain insight into their development.

In this paper I refer to the stories of two of these teachers, Elizabeth and Monique, to consider the following questions:

1. How do teachers' conceptions and perspectives change and grow through experience?
2. What factors do they see as enabling and constraining their development?
3. How do they respond to these perceived encouragements and constraints?

---

[1] I wish to acknowledge the OISE Research and Development Committee for its support of this research.

Two fundamental assumptions about teacher's knowledge and teacher development underpin this study. I draw on Hunt's (1987; in preparation) notion of "experienced knowledge" to describe the minded way in which teachers go about their work. According to Hunt,

> Experienced knowledge is defined as our accumulated understanding of human affairs which resides in our hearts, heads, and actions. It guides our actions even though we are often unaware of this influence (Hunt, in preparation).

Hunt goes on to describe the nature of experienced knowledge:

> Every person's experienced knowledge is unique. . . . It is usually unexpressed so that its importance is often unacknowledged. It is not necessarily true and valid; like formal theories, our experienced knowledge needs to be evaluated by observing our knowledge-in-use;

and the domains of experienced knowledge:

> It may derive from our professional experience or from our personal (non-professional) experience. . . . These domains are of course closely related within ourselves, and in another sense all experienced knowledge is "personal". . . . Professional experienced knowledge is rooted in one's experience in that domain before entering professional training (Hunt, in preparation).

Secondly, I consider teacher development to be a complex and ongoing process of personal and contextual interpretation that is internally and externally influenced by factors and conditions, and events that take place in teachers' personal and professional lives and lifeworlds.

In this paper I focus on the professional context and examine the development of teachers' experienced knowledge within that context. I describe the personal conceptions and perspectives with which each teacher entered the profession and show how their perceptions

have changed and developed over the first two years of teaching. I describe the professional contexts in which they have been situated as full time teachers and consider how their experiences within those contexts have influenced their development over the three year period. Finally, I reflect on some of the theoretical implications of this research as it relates to the understanding and development of teachers' experienced knowledge, and on some of the practical implications as it relates to the professional development of beginning teachers.

## Methodology

Given that teacher development is such a dynamic and ongoing activity and that these teachers have only just begun the process, the stories being presented and discussed in this paper are obviously still very much in progress. Indeed, the teachers and their stories will continue to develop long past the life of this study. This paper is informed by information gathered over a three year period beginning with and immediately following the preservice year[2].

In their preservice program, Elizabeth and Monique were two in a small group of prospective teachers who joined me to begin an exploration of their implicit theories, attitudes, and beliefs about teaching. By the end of the preservice program, having engaged in a series of experiential reflective activities, group discussions, and individual in-depth interviews, each had articulated, verbally and in writing, a Beginning Personal Theory (BPT) of teaching with which they were about to enter the profession. In addition to statements about their attitudes towards and beliefs about various educational issues, they expressed visions and ideals about what their classrooms would be like and how they would teach. They stated expectations about the difficulties and demands of the job and their hopes of being able to successfully

---

[2] I have selected key points and passages from information gathered in years one and two to serve as background to this paper in which I focus on year three, the second year of teaching. A more detailed account of the first year of teaching is presented in an earlier paper (Cole, in press).

meet the many challenges they would face. Most of all, they expressed enthusiasm and eagerness to begin, satisfied with their career choice.

In the second and this, the third, year of the study information has been gathered through informal open-ended interviews and discussions held at places and times of mutual convenience. All interviews throughout the study have been audiotaped, transcribed, and shared with each teacher along with any working papers arising from our work.

The format was the same for every interview. The teachers were asked to reflect generally on how they experience their teaching situations and to offer their perceptions about high and low points, critical incidents, obstacles and opportunities. Through these free-flowing dialogues information has been revealed about how the teachers' conceptions and perspectives have continued to change and grow through experience; what factors they perceive as enabling and constraining their development; and how they have responded to these perceived encouragements and constraints.

Metaphor

One component of the self-inquiry program involved the generation and discussion of personal metaphors of teaching as a way of furthering the teachers' insight into their developing conceptions of teaching. The concept of using metaphor as a vehicle for understanding the language of practice and as a tool for communication is becoming relatively widespread in recent research on teacher development (e.g. Cole, 1988; Fox, 1983; Hunt, 1987; Marshall, 1989; Munby & Russell, 1989; Wodlinger, 1989). Metaphors are considered to be linguistic expressions of tacit levels of thought, fictional constructs of the actual. Deriving from the Greek "to carry across", metaphors provide a way of carrying ideas and understandings from one context to another so that both the ideas and the new context become transformed in the process.

Used in the context of teaching, metaphors bring personal meaning to the often elusive realm of classroom practice. They are powerful tools for self-understanding and for communicating about practice. I introduced the teachers to metaphors as a way of helping them to think and talk about their teaching. They have been helpful as well in facilitating my understanding.

## MONIQUE

### Monique's Metaphor of Teaching

Although Monique explored a few metaphors in her preservice year in an attempt to find one that she thought best described her image of teaching, it was not until her first year in the classroom that she finally settled on "the right one". (Interestingly, a look back at her earlier attempts reveals that all of her metaphors were, in fact, variations on the same "expedition" theme).

> It's as if all these people are going together on an expedition with me at the head of the boat. They're all on the boat with me and they're seeing different things as we go along. I'm steering where we're going but everyone else is noticing things along the way. Some people fall off the boat and we say, "Here, grab hold." (Monique, Year 2)

Monique's expedition is as much an experience in exploration, discovery, and learning for her as it is for her students.

> We're exploring things together and I'm learning a lot more this year about what people are like. Maybe an expedition metaphor is appropriate here. We're going through it together and we're learning more about each other and more about what human beings are like. (Monique, Year 3)

Monique has been able to maintain and extend her rudimentary image of her teaching. For the past three years she has been on a journey of professional growth that, although not

without its occasional period of turbulence, has been mainly a smooth and advancing course. I turn now for a closer examination of Monique's developing conceptions of teaching.

### Monique's Initial Conceptions of Teaching (Year 1--Preservice)

> The themes recurring in Monique's early writing and talking about her teaching reflect the importance she places on the relevance of education and on personal and social responsibility. [In her preservice year] she expressed a need to:
>
> * make learning a living experience;
> * prepare students to be worthwhile members of society;
> * guide students and give coherence to classroom activities;
> * help students become autonomous, self-aware, and self-appreciating learners;
> * help students learn to accept responsibility for their actions;
> * establish and maintain mutual trust and respect;
>
> and above all
>
> remain a professional (Cole, in press)

"I feel that the key things to consider in effective teaching are enthusiasm for your subject and for your students, flexibility in your teaching methods and materials, and the will to keep learning yourself. Teachers are examples of people who love learning!"

### Year Two

Monique was prepared to teach both French Language and English Literature at the senior level. She had job opportunities in both areas but opted to teach English Literature because she thought the subject would offer her more chance to enact her ideals--to maintain what she called a "moral focus". Her first full time teaching assignment was grades nine and twelve English Literature.

Monique was guided through her entire first year by her attitudes and beliefs about the importance of establishing mutual trust and respect and maintaining a

"professional image." At one point during the year she expressed frustration over the persistence of this struggle. "I look young . . . and they see me as their age and that's very difficult. It's very difficult to remain professional". . . . Reflecting aloud on her experiences of her first year she expressed particular satisfaction with her success at having ultimately achieved her goal of professionalism. "Finally, I do feel professional; but my idea of professional has changed. . . . Now I've realized that age doesn't have anything to do with it. I have finally shown people that I am a professional" (Cole, in press).

Monique also placed importance in her first year of teaching on getting to know the students. She made special attempts to spend time with them outside class "to talk to them about what they're doing and what they're feeling." Being involved in the school musical production presented one such opportunity.

In class she wanted to help the students "discover who they are and how they want to live. . . and where they stand on issues. I try to find moral issues in what I'm teaching. I try to link it up with what they're doing, make it very personalized. It's important that students learn to make decisions and live with them and be responsible for their actions and think about what they're doing in the world."

Monique's overall impression of her first teaching experience was favourable, although in the beginning she was terrified. She thought all the students were going to be major discipline problems and that she wouldn't be able to control them, but it turned out to be much easier and better than she ever thought it would be. "It's just so fun to go to work in the mornings", she said. "I think I've been successful with some students, making them all of a sudden realize how fun it can be to learn. That makes me very proud and happy. The students do like learning in my class. Some students whom I've never seen do anything at all before are starting to do the work. They're

not bored in my class. . . . Maybe it's just this once but still they have understood what it's like and how thrilling learning can be. . . . Maybe later on in life they'll want to keep on learning. . . . Just what little bit they do enjoy, that's really important." (Cole, in press)

Year Three

Moniques's second year of teaching was spent in the same school teaching at the same grade level and in the same subject area but with an additional responsibility for two classes of French. She continued to be involved in extracurricular activities such as the school musical production, and assumed responsibility once again as course coordinator in the English subject area.

Discovering Professional Growth and Persistent Concerns

Monique's second year of teaching has been "a growth experience" for her. She has maintained her basic ideals and, spurred along by her attitude towards and commitment to self-improvement and professional growth, has consistently worked to enact them. The year did not proceed entirely without some difficulty and frustration but even those more turbulent periods Monique turned into growth experiences.

Monique was asked to teach two classes of French this year, something she did not particularly want to do. Not only did teaching French place constraints on her preferred way of teaching, she was also concerned that she would not get along with the other teachers--the "old guard"--in the French department. But with support and encouragement from the new department head--"this vivacious woman who helped dispel all my qualms"--she agreed. Frustrated initially at not feeling prepared to teach French, struggling with the different teaching approach required, having limited available resources, and with her lack of self-confidence with the subject matter she sought help from the department head and eventually

"realized that the more I teach it the better I'll get and I'll perfect my language skills. . . . I finally got the hang of it and I really enjoy the French now."

The other main concerns Monique experienced this year were related to her very early ones (years 1 & 2) about discipline and self-image. These too, however, presented opportunities for Monique to grow. At the beginning of the year she experienced a period of self-doubt due, she thought, to her own unrealistic expectations. "I expected that since I was in second year I would magically be a wonderful teacher. I would make these vast changes and everything would be rosy. It didn't work that way and I couldn't understand it. I had all these discipline problems with one class in particular and I wanted to change overnight." She sought help from her department head who observed her teaching, made some suggestions, and invited her to observe in his class. This was a critical point in Monique's development.

After observing in her department head's class, all the while taking notes and "being completely enthraled with what he was doing", Monique realized that "20 years experience can make a difference! It finally dawned on me that change has to come bit by bit. I started feeling better about myself and then I can honestly say I have noticed improvement and I feel better about it."

Another incident which had the potential to lead to a discipline problem raised Monique's awareness of her growth in sensitivity to student needs and in her ability to appropriately respond to them. Reflecting on how she had sensitively dealt with an outburst from an emotionally troubled youth, Monique remarked on her discovery of what she called, "an instinctive sense of knowing what to do." "I never thought I was perceptive about people", she said, "but this year I have been able to get closer to the students, to know more about them." "With experience we will all be able to peg students more effectively and pick out their problems earlier on. That just takes time. I always wondered how people did that. It's time."

In the early part of her first year of teaching, Monique experienced some discipline problems with some of her students--members of the football team. At that time in her development she was struggling to establish her authority, a task she found difficult because of her young appearance. She was adamant that she not appear to be "a buddy" to her students and that she gain and reciprocate their respect. Later that year she expressed particular satisfaction at having accomplished her goal in relation to her self-image, and at having discovered that the problem resided not with the students' questioning her professionalism but with her resultant treatment of them as younger students and not mature adults.

Although the self-image problem appeared to have been resolved in the latter part of her first year of teaching, a "discipline problem" which arose this year, again involving some students from the football team, appears to have been rooted in the same concern about establishing authority and projecting an image of professionalism. "I have a reputation of not getting along with football players," she said, "because I don't give them any breaks just because they play football. I just can't operate that way." Although she was able to seek help and eventually alleviate the problem, it appears that Monique has been continuing her struggle to maintain her authority especially over those who perhaps present the strongest challenge.

Monique feels that she has already proven herself to be a professional, is comfortable at having established herself in the school, and is no longer concerned about her young appearance. She appears to no longer be concerned about "being a buddy" to the students. Under exceptional circumstances, though, when her image of professionalism is threatened, Monique's struggle is apparently ongoing. The "discipline problem" she experienced this year seems to be just such an exceptional situation.

Developing Conceptions of Teaching

Exceptions aside, Monique has been able to develop an honest and genuine relationship with her students due, she says, to the fact that "I am honest and don't try to be someone I'm

not. And I approach them as adults." She is "amazed at how much they trust [her]" and how they confide in her through their journals. She "likes that because [she] can know them better." She is especially pleased with the mutual acceptance of what goes on in the classroom and at how quickly she is able to establish rapport with the students. "Every time [she works with a new group of students] we get more comfortable with each other more quickly. That must mean I'm starting to get the hang of relating to students and what they go through."

"I'm dealing more this year in how they feel about things, their reactions. I don't care as much about their memory for content. That doesn't matter anymore, especially with my [less advanced] classes."

She tries to make her subject matter as meaningful as possible to the students "so that they can explore their own lives" and understand some of the personal and social ills with which they have to deal. "Not everyone is going to find value in the same things. If I can teach them one unit a year where they learn something important or where they can come to grips with a fact about their life, then that's fine. I don't expect to have them all love one thing." I still have high ideals that English [Literature] can make you think about life and make you become aware of what you believe in but they don't all have to believe in the same thing."

Monique speaks with confidence about how she uses the students' journals as an informal assessment technique. She seems to be developing a keener awareness of student performance and an ability to monitor their performance using less formal methods of assessment.

Developing Conceptions of Self

"My view of myself has changed so dramatically this year. I'm not a different person but I really have a different perspective." Monique has experienced a settling in her second

year. She is much more relaxed, comfortable, and confident, and more aware of her program and professional goals.

> The first year everything seems important and it's hard to distinguish. You can't decide what you have to work on or what it is you want to choose to work on in a particular period. There is just too much. I had ideals but no specifics. I wanted everything. Now I have time to pick and choose which things I find most important. It's a change and it's nice. Everything that has happened this year seems like a logical progression and I am really happy for it. I realize that I am changing and I don't expect it right away. It will happen if I just keep in mind the things that I want to do and the things that are going to happen and just work towards them. I will be driven enough by my feelings and convictions to get there.

Monique purports to have had great success this year with a new way of teaching. With designated students in charge they design their own program or project, carry it out, and evaluate it and themselves (e.g. one group produced a class magazine).

> I just stood back to be there if there were any problems. I've never seen anything establish so much positive response. And the students who were in charge really learned a lot. It worked so well I'm doing a lot more of that kind of thing--less teacher-directed. . . . With this method I'm able now to change my programmes much more easily to match the capabilities and needs of specific classes. I couldn't do that least year. I didn't have the knowledge. I didn't have the confidence to try those new things. I teach differently in every class now. It's working much better.

Monique has experienced a "dramatic" change in self-image this year. She finds her work more challenging this year, more satisfying. She feels much more comfortable with the students and with herself, having had a year's experience as a frame of reference. "Being able to project what's going to happen by the end of the year" has given her more self-confidence

and prompted her to become involved in planning, revising, and developing curriculum for the English department. Commenting on her workload this year in comparison with last she said: " Last year I took work home when I really had to; this year because I enjoy it. I know where I'm going. When I take work home this year it's not to struggle, it's to enjoy." Referring to one particular course that she and another teacher have been "revamping" she had this to say: "I am constantly improving on that course all the time and it gives me a sense of real satisfaction and pride. I love it. It's going so well and I am so proud that now I have plans to make up a proposal for a brand new course."

## Key Enablers: Consistency and Support

According to Monique, the two most significant contributors to her growth this year have been consistency and support: teaching the same courses for the second consecutive year and having the people to help her "shape things up a bit and change them around if they're not working."

### Consistency

Monique spoke repeatedly about how important it has been for her to have been able to teach the same courses for two years, allowing her to become "more professionally directed." Having "laid the groundwork" in her first year of teaching she has spent her second year refining and developing her courses without having to "do the initial research all over again." She has also been able to concentrate on improving specific aspects of her teaching in a logical and systematic way constrained neither by the uncertainty nor the sense of being overwhelmed brought about by lack of foresight and familiarity with the students, the curriculum, and teaching in general.

### Support

"What you teach is secondary, but who you are as a teacher, how you teach, how you relate to students, that's the most important thing. In order to do that effectively you need to

have the emotional support." Monique gets that emotional support primarily through relationships she has formed within the English department.

"Being part of a department has been a great help." Regular monthly meetings and written communications and "constant close contact" has provided her with the kind of unity and emotional support she feels has given her confidence and helped her grow. Cohesiveness within the department has been made physically possible with the arranging of a departmental office--a place where the teachers in the English department can congregate for meetings, for moral support, to talk through problems, and to share ideas. "It's great. Having an office is an integral part of getting unity." Help is readily available to her and she is admittedly "not at all bashful" about asking for it.

There is no doubt that Monique feels supported. Other teachers on staff both inside and outside the English department, heads of both departments in which she teaches, and the assistant heads of the English department all play an important role in her growth. But it is quite clear that Monique does the casting of her own play. She has taken the time to determine what help she requires, in which areas, and who is the best person to approach.

The head of the French department has provided encouragement and support throughout and has been a source of inspiration to Monique--almost a role model--perhaps because of her "vivacious" personality and ability to "breathe life back into the department."

The assistant head of the English department is a constant source of professional advice and emotional support. Monique describes him as being "very avant-garde in his teaching style, and not afraid to try new things", as someone who gives her courage to try new things.

The head of the English department is "an intellectual check to make sure that I'm striving to better myself. He inspires me to look more at far-reaching things."

Another beginning teacher in the English department has developed a coveted ability to spontaneously adapt to situations so Monique looks to him for ideas in this area.

Perhaps the most significant external source of support for Monique is found in a very strong friendship and working relationship she has developed with another teacher on staff similar in age, personality, experience, and teaching assignment. "We're going through this together", helping one another, sharing ideas and techniques.

> She's there as a sounding board and as someone who can help me find resources. We've hashed through all sorts of new things and I have been able to make vast improvements. I'm starting to understand the direction I'm trying to move in and that of the department. So I'm really excited about that.

Monique and this other new teacher were encouraged by the English department head to participate in a series of professional development workshops offered by the school board. Monique "can't believe how beneficial they are and how they increase your zest for teaching." She enjoys the opportunity of working with the other teacher so that they can "get excited together" and likes to be able to take information back to the school to share with the older more experienced staff members.

## Constructing a Growth Environment

Monique sees herself as an English Literature teacher and has knowingly attempted to construct her environment to appropriately support and facilitate her development as an English teacher. She chose to teach English Literature over French Language initially for reasons related to her personal beliefs about teaching in general, and now having taught some French classes this year wishes to return to her initial arrangement. Monique is so pleased with her professional development in her primary content area that she has approached the school principal and head of the French department requesting an all English teaching assignment for next year. Now that she is getting her "goals straightened out" she wants more time to concentrate on English.

Monique feels supported and appreciates the support system operating in the school but is in no way a passive recipient of the assistance that comes her way. She sees herself as primary agent in the utilization of that support system. "I have to be support for myself. . . . dropping off a few photocopies is not support." Knowing that support is available is an important contextual factor but the negotiation and use of that support is perhaps the critical determinant of the utility of the support structures made available. Monique recognizes her agency and has negotiated the kind and extent of support needed to enable her to practice her beliefs and achieve her professional goals. Monique's account of a conversation with the head of the French department is illustrative.

> I went to the French Department Head and told her I didn't want to teach French next year. She was devastated. She thought that she hadn't done her job to get me interested enough and to keep me there. She right away started talking about getting together and talking about teaching new units. "I should have been there for you", she said. I told her, "not to worry. It's okay that you're not there." I explained to her that it wasn't that she had some failing but that, although I wanted to teach French again eventually, I needed time to concentrate on English.

Beyond seeking assistance with her French teaching in the early part of the year Monique concentrated most of her efforts on building up support in the English department where she feels she belongs and where she wants to grow.

Monique's recognition of herself as primary agent of action is evident when she describes how she has studied her professional context--the administrative staff, the other teachers within and outside the department, and the relationships between and among various staff members--in an attempt to find ways to facilitate her growth. She admits to having formed relationships with "power figures in the school" and explains how various staff members have been important resources.

Monique wants very much to teach advanced level English next year but is constrained by not having the requisite additional qualifications. After a number of foiled "creative" attempts to circumvent the system she has enroled in part-time university courses in order to obtain the requisite credentials. Not entirely convinced of the utility of this enterprise she admits, however, that she will do what she has to in order to teach advanced level classes. Her long range professional growth plans are for further educational pursuits but for now she wants to concentrate on her teaching career.

Monique is involved again this year in the school musical production. Hesitating at first, wary of the time commitment involved, she finally agreed to a lessened work commitment. It was a good idea to be involved, she thought, "because I can say I'm involved and I get to interact with the students outside of class."

The school administration is the source of some concern for Monique. She has difficulty with what she perceives as a presentation of a double standard--a different set of rules and standards for staff and students. It is a case, she thinks, of administration being overly concerned with public image and not concerned enough about the students' understandings. There are "all sorts of ridiculous things that administration does that I don't agree with" (e.g. establishing a student dress code) but, adamant that she will not go against her own beliefs to conform to the wishes of administration, she has developed strategies that she calls her "little rebellions." "I just close my door and we do what we want." She often turns a blind eye to students smoking on school property and, because she does not agree with the methods of discipline used by the school's vice-principal, she chooses not to send errant students to the office anymore even though it sometimes creates problems for her in class. Reflecting later on her non-conformist stance towards administration she expressed her intention to "ease up" on that front so as not to create any roadblocks for herself.

Monique has acknowledged from the very beginning her good fortune at having secured a position in a school that has enabled her to try out some of the things she wanted and to figure out some of the things about which she was uncertain. But she has also maintained from the beginning that "If I couldn't do what I wanted in that school, I'd move on until I found a school where I could grow."

## Elizabeth

### Elizabeth's Metaphor of Teaching

It was easy for Elizabeth to generate a metaphor that she felt captured the essence of her image of teaching. It was much more difficult for her to live it. In her preservice year this was Elizabeth's image of her teaching.

> I am reminded of the English romanticist, Shelley, who likened the mind in creation to a fading coal that is enlivened and returned to its 'transitory brilliance' by an 'inconstant wind.' As a teacher, I am the leader and source of inspiration in the classroom. I am the wind that propels the windmill. The students are the burning coals that brighten with inspiration as the wind hits them. Their intelligence is aroused when the inspiration moves them. . . . The wind generates the windmill and soon the windmill moves on its own with the help of the wind. . . . Without the driving force of the wind the windmill becomes stagnant and motionless. The wind gives the windmill a purpose to exist because without it is helpless. The wind may change the windmill's pace through its varying strengths and weaknesses. Its gusts set the atmosphere for and endurance of the mill. . . . As the wind generates the mill, it propels itself with energy. . . . I [want] to inspire my students to be creative, imaginative, and self-motivated and to try to find their hidden thoughts of "transitory brilliance" (Cole, in press).

It is rather ironic that Elizabeth herself, after her first year of teaching, became a fading coal who, in her second year, was enlivened and returned to her transitory brilliance. Like the windmill without the wind, losing her purpose and feeling helpless, she became stagnant and motionless. Fortunately, her energy was restored and along with it her vision and efficacy.

### Elizabeth's Initial Conceptions of Teaching (Year 1--Preservice)

Elizabeth left her preservice program with clearly defined beliefs, attitudes, and ideals which she fully intended to enact. She wanted to:

* inspire and encourage the students to be creative, imaginative, and self-motivated;
* demonstrate and encourage sensitivity and respect, and reciprocal communication;
* convey and instil an appreciation of knowledge and a love of learning; and
* develop and sustain her commitment to learning and professional growth.

### Year Two

Elizabeth began her teaching career with enthusiasm, energy, and high ideals convinced that she "could make a difference." She completed her first year of teaching deciding that she could not. Prepared as a high school teacher with a major concentration in English Literature and a minor in French, Elizabeth accepted an early job offer to teach French grades three to eight and at the Kindergarten level.

> Placed in an especially challenging and demanding teaching situation for a first year teacher, she was hardly able to do more than just survive. Teaching seven different classes in seven different classrooms meant that she was always in someone else's room. Because she did not have a classroom of her own she had difficulty commanding respect from the children, "establishing herself" with them and with herself for that matter. They did not see her as their "real" teacher and that made classroom management and discipline even more difficult than it might ordinarily have been. "At times", she says, "I still feel like a student teacher because I still have

> someone else's classroom. . . . The students act up for the music teacher and the French teacher because we're not their "real" teachers. They have no respect for us. Their homeroom teachers are their "real" teachers. . . . And if you only have them for 40 minutes each day, well. . . I have tried to be down to earth and on the level with the kids but it's different in this situation. They just act up. They look at me as being young and a new teacher and not their real teacher" (Cole, in press).

Perhaps the most severe constraints to Elizabeth's enactment of her beliefs were the subject and grade levels she was teaching. Teaching French, she felt, limited the extent to which she could get to know the children, "to reach them on a personal level." It was most difficult with the younger children where limited competency in the language precluded much interaction. Although she began her teaching career wanting to inspire the students "to be creative, imaginative, and self-motivated and to try to find their hidden thoughts of 'transitory brilliance'," by the end of her first year she "became more realistic". She concluded that

> As much as you think you might really change things you can only really change them in a small way. If you've reached just one student, that's great, at least from my perspective now. . . . I'm leaving at the end of this year thinking, "That's hogwash!" I thought I could make a difference and now I'm finally starting to realize I can't (Cole, in press).

## Year Three

Hearing Elizabeth talk about her second year of teaching--how much fun it is; how she enjoys it; and the fact that it is "a billion times better"--it is hard to believe that it is the same person. Resignment and disillusionment have given way to renewed interest, enthusiasm, and professional curiosity. This year, though, when Elizabeth talks about her teaching she is speaking about a new and dramatically different teaching situation.

Elizabeth took advantage of an opportunity presented her and began her second year of teaching in a different board of education in another city. She took up a position teaching English Literature to grades 10 and 11 "advanced" students and to a class of university preparatory students. Teaching three classes per day on a four day rotation system, she describes her day as "a dream compared with last year where I kind of did my show and hopped up and went to another class to do it again." Although she does not have a "home room" as yet, every other day she is at least able to stay all day in the same room feeling, as a result, a bit more stable in her environment. The fact that the room in which she teaches is a temporary classroom called a "portable" causes Elizabeth at times to feel somewhat isolated from the rest of her department but next year she hopes to have her own room. The prospect of having "one class to decorate as my own" is indeed a hopeful one.

Reaffirming Commitment and Rekindling Spirit

Elizabeth describes her second year as being like "her first year all over again" in that she is still trying to "find [her] way" as she puts it. Still trying to develop her own teaching style and to "figure it all out" Elizabeth feels most of the time that she is still "just a little in front of the eight ball." But there is little doubt that she is experiencing satisfaction and enjoyment in the process. "It's so much fun. I just love [the students]. They're my own kids; last year they weren't. . . . I have a really good rapport with them. We have a lot of fun. They are very open with me. . . . I'm much more comfortable with my students this year. Younger kids make me nervous."

In her first year, many factors--lack of respect, being an itinerant teacher with no room of her own, being young and obviously new to the profession, not being treated as a "real" teacher, and having to cope with so many discipline problems as a result of her situation--contributed to an erosion, to the point of apathy and resignment, of Elizabeth's sense of professional self-worth. In her second year she has experienced a rekindling. She has

no discipline problems, the students respect her, she feels appreciated, teaching is fun, and the students even see her young age as a positive thing. They respect her, she says, because she is a teacher and yet not much older than they.

Elizabeth has been helped along in her search for a professional identity not only by the relative stability of teaching all day in the same room and her satisfaction with her teaching assignment but also by being part of a subject group that she believes has more credibility with students and parents. She is part of a department this year that she describes as having unity and being very friendly, a place where there is a lot of friendly interaction. Elizabeth's need to belong, or at least the satisfaction she has gained from her sense of belonging, has prompted her to try to establish herself in the larger sphere of the whole school. She has been heavily involved in the production of the school year book and as an active member of the school's social committee. "I try to get involved a little bit," she says.

Reviving Conceptions

Elizabeth has returned to her initial ideals and hopes of inspiring her students to discover themselves and their talents, and of instilling in them a love for learning in general and for the subject she teaches in particular. With no language barrier to contend with she has been able to get to know the students better. "It's the rapport with the kids I really enjoy. It takes time to get to know them but I want to because I really want them to enjoy my classes." She is so eager to "get to know the kids and where they stand" that she has even hesitated to engage them in activities that encourage too much independence. She has, however, "tried to develop projects that they can get the most out of--something that they can do well at because it interests them. . . . Once they get excited about something that interests them, that's great to see. I try to encourage them and then let them take care of it."

For Elizabeth, teaching English Literature has allowed her classroom to "become much more of a self-learning environment." She described how in one course she has tried to

encourage her students to explore alternatives to the traditional approaches to linguistic expression. They do cartoons, murals, interview simulations, dialogues, pastiches--anything that captures their interest and gets them involved. . . . I want the students to identify with the literature."

Reexamining Professional Growth

Elizabeth's exacting experience in her first year has had an impact, as well, on her professional growth. Prior to her first year of teaching she had this to say about professional growth: "It is very important to be honest and objective with oneself. One must sit down and examine why one lesson went particularly well or why it simply "flopped". In this way one can make progressive changes throughout one's career.

> Reflecting on her teaching midway through her first year Elizabeth said,
>
> I don't really have much time for [reflection] during the day because if one class frustrates me I'm off to another one. I have to forget about it for the meantime or else I'll just be flustered. I found out it's just not worth it. You just go to your next class, forget about it and do that class. Sometimes I think you just live and learn and hopefully after a period of time you'll learn.

In the latter part of that year she spent most of her evenings, not on work as she had done in the beginning, but on trying to get her mind off work.

The disillusionment Elizabeth experienced in her first year seems to have had some lasting effects. This year, it is as though she has had to go through a period of mending and reorientation before engaging in any systematic reflection on her teaching, particularly when that activity involves another staff member. Elizabeth admits that she has difficulty asking for assistance, "not wanting to be seen as needing help", but one cannot help but suspect that her continuing difficulty with self-assessment is a vestige of her first year's experience; especially when she seems to be making such an effort this year.

Last year, Elizabeth felt completely isolated from the other staff members because she felt they couldn't relate to her situation. This year she is comforted by the presence of at least a few other teachers on staff who she believes can understand and relate to her experiences and problems. Elizabeth likes to spend time informally exchanging ideas with the younger teachers with whom she feels "more comfortable and less intimidated." The older and more experienced teachers she finds less approachable, thinking that they "see her as a kid." Besides, because the older and more experienced teachers "don't need help themselves", they are perhaps not as sensitive to her situation as she would like.

Elizabeth is involved in a "peer coaching" situation with another young teacher similar in age and professional seniority, and who teaches the same grade levels and subject. Although she is enjoying the collegial interaction of observing each other's classes and discussing aspects of their teaching, Elizabeth is experiencing some difficulty deriving any "real" benefit from the arrangement. She is still uncertain about herself and her short-term goals in relation to the improvement of her teaching. She is certain, however, that the idea of receiving "constructive feedback" is a positive one; she is just not yet ready for it.

The kind of help for which Elizabeth feels most ready is help that can be acquired anonymously and indirectly, perhaps through regular department meetings where programs and methods are discussed as items of agenda. It is not that the senior teachers and assistant heads in her department are not willing to help her, she is just not sure that asking for help "is a professional thing to do." They are "very pleasant, nice enough", she says, but she is not sufficiently comfortable to approach them about professional matters. She has very little involvement with the head of the department. Based on what she has been able to discern about his approach to supervision she has decided to "stay clear as much as possible and we have no problems."

Elizabeth is clearly interested, though, in ongoing improvement. "You are always wondering and hoping that you are doing your best and that you are doing it properly. You are encouraging [the students] and doing all these wonderful things." Criticism, unless it is constructive, however, can be "a hindrance" so Elizabeth looks to her students for evaluation of her teaching. "Your students are your only real evaluators, . . . your best critics, . . . your support." She shared several anecdotes reflective of the value she places on how the students respond to her teaching. Knowing the students appreciate her and enjoy her classes "get you through the day," she said. "If they're enjoying themselves and it's a positive [learning experience], that gets you through."

Of last year, Elizabeth had this to say: "I was almost a statistic. I was seriously thinking about leaving teaching, thinking 'There's more to life than this.'" This year, Elizabeth speaks excitedly in anticipation of next year expecting it "to be really stable" having had a year's experience teaching the same courses and grade levels. She is excited about having time over the summer to work on unit plans for next year. Not only is Elizabeth no longer entertaining the idea of leaving teaching she seems to be experiencing a renewed sense of pride in her chosen profession. Experiencing some concern and dissatisfaction over her recent discovery of the somewhat negative public perception of teachers and the teaching profession, she expressed a desire to "do something about enhancing the reputation of teachers."

## Constructing a Growth Environment

Elizabeth, like Monique, has situated herself where she wants to be and where she thinks she will develop professionally. Unlike Monique, Elizabeth has taken a circuitous route. Although her professional experience has neither been consistent nor advancing, it appears as though Elizabeth is finally situated in a place conducive to her growth. She has been able to begin again to try to enact the ideals, aspirations, and beliefs with which she entered the profession two years ago.

It is perhaps less obvious with Elizabeth than with Monique that she, too, as primary agent of her own actions, has negotiated her environment to suit her needs. Whereas Monique's negotiations, beyond the initial one of choosing her subject area, all took place within her original professional context and are, therefore, perhaps easier to identify, Elizabeth had to negotiate a whole new context. The significance of that action could be lost in its blatancy.

It is impossible to say conclusively that the nature and extent of Elizabeth's professional development would have been much different had she begun her career in an environment the same as or similar to the one she is now in; however, in light of what is known of her experience to date, such a conjecture seems plausible. Although vestiges of the trauma Elizabeth experienced in her first year have caused her to be somewhat tentative in her second year, it is likely that with time, consistency, and continued support she will continue to gain momentum propelling herself along in a steady current of professional growth.

## Co-Creating Experience: Agency-Context Interaction

Monique and Elizabeth entered the teaching profession with clearly articulated ideas and ideals about what they wanted their teaching and classrooms to be like. Throughout their first two years of full time teaching, each in her own professional context, has strived to enact those ideals. Although various contextual factors and conditions have at times either facilitated or constrained their development, it is quite clear that those factors alone have not been sole determinants of either teacher's actions and growth. The following tables provide a synoptic response, based on two teacher's stories, to the three questions posed at the outset of the paper. Shown are highlights of each teacher's conceptual development over the three year period, key contextual factors that have influenced their development, and an outline of some the ways in which each teacher has responded to those factors.

[Insert Tables About Here]

Table 2A DEVELOPING CONCEPTIONS OF TEACHING YEARS 1-3 ELIZABETH

| | Year 1--Preservice | Year 2 | Year 3 |
|---|---|---|---|
| Purpose | • to inspire children and to encourage them to develop their potential<br>• to instil appreciation of knowledge and love of learning | • help children maintain or rekindle interest and enthusiasm for learning French<br>• to reach even one student<br>• to survive | • help students discover talents<br>• enliven students and excite them about learning<br>• help students become independent<br>• return to ideals |
| Role | • inspiration<br>• generator<br>• catalyst | • teacher-directed learning<br>• monitor, evaluator<br>• survivor | • facilitator<br>• generator<br>• know and understand student needs and strengths and be appropriately responsive |
| Climate | • respect<br>• understanding "reaching children on a personal level"<br>• rapport conducive to learning | • limited opportunities to get to know children<br>• unable to build level of rapport required<br>• little respect from students | • rapport<br>• fun<br>• openness<br>• comfort<br>• respect<br>• understanding<br>• encouragement<br>• self-learning environment |
| Professional Self-Image | • enthusiasm<br>• love of learning<br>• commitment to professional growth | • not a "real" teacher<br>still feels like a student teacher<br>• limited efficacy<br>• lowered self-esteem<br>• disillusionment<br>• resignment<br>• "reality shock"<br>• isolation | • regaining self-respect<br>• raising self-esteem<br>• gaining stability<br>• pride<br>• enthusiasm<br>• revitalization of professional interest and commitment<br>• regaining self-confidence |

Table 2B
ELIZABETH

AGENCY-CONTEXT INTERACTION

| CONTEXTUAL FACTORS PERCEIVED AS ENABLING (E) OR CONSTRAINING (C) DEVELOPMENT | |
|---|---|
| Year 2 | Year 3 |
| * teaching assignment P/J J/I French (C)<br>subject<br>age and grade level<br>* 7 different classes in 7 different rooms (C)<br>* no permanent personal space (C)<br>* limited planning time (C)<br>* itinerant work (C)<br>* isolation (C)<br>* perceived lack of understanding by other teachers--inability of other teachers to relate to her situation (C)<br>* friendly support (E) | * teaching assignment I/S English Literature congruous with preparation (E)<br>* realistic workload (E)<br>* planning time (E)<br>* temporary personal space (E)<br>* "strict" administration (E)<br>* member of department (E)<br>* available support (E)<br>friendly people<br>peer coaching program<br>people she can relate to and who can relate to her |

| KEY RESPONSES TO CONTEXTUAL FACTORS: ACTIONS OF PERSONAL AGENCY | |
|---|---|
| Year 2 | Year 3 |
| * spend time with students outside class to try to get to know them<br>* work long hours every night to make lessons exciting and inspiring<br>* own source of strength and support<br>* involvement in non-school activities to "get mind off work"<br>* try to survive<br>* take advantage of opportunity for new position | * changed location and teaching position<br>* starting to form relationships with colleagues (still tentative)<br>* working independently to develop program and methods<br>* involved in school activities<br>* students as primary sources of support and self-assessment<br>* maintain comfortable distance from senior teachers and administration |

Table 1A DEVELOPING CONCEPTIONS OF TEACHING YEARS 1-3 MONIQUE

| | Year 1--Preservice | Year 2 | Year 3 |
|---|---|---|---|
| Purpose | • learning meaningful and relevant<br>• prepare students for "life"<br>• develop critical perspective | • extension and expansion of year 1<br>• emphasis on "moral focus" and student self responsibility | • extension and expansion of years 1 and 2<br>• emphasis on relevance and student self-awareness |
| Role | • guide<br>• facilitator of students' moral and psychosocial development | • guide<br>• facilitator of students' moral and psychosocial development | • emphasis on guiding students in self-exploration to understand selves in society<br>• director of own professional development |
| Climate | • acceptance<br>• mutual trust<br>• mutual respect | • fostering mutual trust and respect<br>• understanding | • mutual trust and respect<br>• understanding<br>• mutual acceptance<br>• honesty, sincerity<br>• increased understanding "able to get closer to students" |
| Professional Self-Image | • enthusiam<br>• flexibility<br>• continued self-improvement<br>• to be a "professional" | • enjoyment<br>• success<br>• pride<br>• accomplishment<br>• being a "professional" | • ongoing change and improvement<br>• growing and learning<br>• unrealistic expectations-->new conception of change<br>• self-awareness<br>• developing sensitivity/flexibility<br>• self-confidence<br>• pride, satisfaction<br>• English teacher<br>• maintaining image of "professionalism" |

Table 1B
MONIQUE

AGENCY-CONTEXT INTERACTION

| CONTEXTUAL FACTORS PERCEIVED AS ENABLING (E) OR CONSTRAINING (C) DEVELOPMENT | |
|---|---|
| **Year 2** | **Year 3** |
| • teaching assignment I/S English Literature (E)<br>• reasonable class size (E)<br>• realistic work load (E)<br>• planning time (E)<br>• personal philosophy congruous with school philosophy (E)<br>• availability of support (E)<br>designated mentor (voluntary basis)<br>• extracurricular involvement too time consuming (C) | • consistency in subject area and grade level (E)<br>• additional teaching assignment in French department (C)<br>• sound support structures (E)<br>departmental office space<br>unity among department staff<br>• opportunities for professional development (E)<br>• school administrative policies and practices (C)<br>• board policy re credential requirements (C) |

| KEY RESPONSES TO CONTEXTUAL FACTORS: ACTIONS OF PERSONAL AGENCY | |
|---|---|
| **Year 2** | **Year 3** |
| • decision to teach English Literature not French<br>• involvement in school musical production<br>• ongoing assessment of environment--dynamics, power relations, etc.<br>• utilizing available support<br>• identified self as agency of action | • request for all-English teaching assignment for next year<br>• involvement in school musical at reduced time commitment<br>• commitment to learn and grow from all experiences<br>• changes to program and methods based on ongoing assessment of self and program<br>• ask for help when required<br>• active involvement as member of English department<br>• development of purposeful and meaningful relationships in English department and elsewhere in school<br>• taking advantage of professional development opportunities<br>• exercise caution with "little rebellions" |

Monique and Elizabeth in their respective situations have been engaged in an interactive process of socialization. Internal factors of personal agency--commitment, personality, attitudes, beliefs, goals, and so on--have been interacting in a reciprocal fashion with external structural conditions--class assignments, workload, planning time, support structures, and so on--to define their teaching practices and experienced knowledge. Due to the individuality and complexity of each teacher and teaching context, the nature and manner of the interaction has necessarily varied (and will continue to do so); however, the process itself is and will remain relatively stable and predictable. Monique and Elizabeth will continue to shape and be shaped as they interact with and within their professional contexts.

## Teacher Education and Teacher Development

The early years of teacher education, both formal and informal, are formative. All teachers, regardless of age or experience, hold personal theories, attitudes, and beliefs about teaching and learning that form the foundation of their practice. What takes place in preservice programs and in the institutions in which new teachers are employed in the beginning years influences, in important ways, the development and expression of their experienced knowledge.

There would be little argument that most teachers new to the profession begin their careers with enthusiasm, energy, and high ideals and aspirations. The literature on teacher growth and development is filled with case studies, analyses, and descriptions of teachers' experiences in the beginning years of teaching and their attempts to deal with the realities of classrooms and schools (e.g. Bullough, 1989; Lortie, 1975; Ryan et al, 1980). There is no question that the early years of teaching, the first in particular, are challenging and often frustrating and discouraging times for new teachers; and that they learn and discover a lot during that initial socialization period.

While some researchers (e.g. Hanson & Herrington, 1976; Schlechty, 1985) claim that the beginning years of teaching marks a period in which new teachers experience a reorientation of attitudes and beliefs brought about by pressures to conform to institutional norms and conventions, others (e.g. Lacey, 1977; Zeichner, 1983) conclude that some new teachers are able to resist such "situational adjustment". Although many new teachers are seemingly coerced into exchanging their "ideals" for "reals" thereby losing the enthusiasm and energy with which they entered the teaching profession, not all new teachers give up so easily. Woods (1981), Bennet (1985), and Nias (1985), among others, suggest that teachers find ways to resist such pressures and thus maintain their "idealistic" or "deviant" views. Zeichner and Gore (1990) have distinguished these conflicting views on teacher socialization on the basis of theoretical orientation: functionalist, interpretive, and critical.

Given the individuality and complexity of both teaching practice and its context it seems reasonable to assume that teachers respond in different ways to the factors they identify as having an impact on their development. And given the potency of personal knowledge (Polanyi, 1958) it also makes sense that they strive to enact their beliefs. To illustrate these propositions, I have taken an approach that is a blending of an interpretive and a critical orientation to the two cases I have presented in this paper.

The implications of this research on preservice teacher education and ongoing teacher development are potentially far-reaching for they speak to the issue of teacher empowerment. Prospective and beginning teachers who have insight into their experienced knowledge, an awareness of potentially facilitating and constraining contextual factors, and an understanding of the interactive nature of their development are potentially in a better position to control their own professional actions and growth. "Beginning with ourselves" and gaining personal insight, as Hunt (1987) suggests, is the first and most important step towards understanding those with whom we interact.

It is the responsibility of those in faculties of education and others in positions of authority over educational matters to help prospective and beginning teachers to become more self-aware and knowledgeable about their self-efficacy in relation to their professional contexts.

## References

Bennet, C. (1985). Paints, pots, or promotion: Art teachers' attitudes towards their careers. In S. Ball and I. Goodson (Eds.), Teachers' lives and careers. Lewes: Falmer Press.

Bullough, R. V. Jr. (1989). First year teacher: A case study. New York: Teachers College Press.

Cole, A. L. (in press). Personal theories of teaching: Development in the formative years. Alberta Journal of Educational Research.

Cole, A.L. (1988). Personal signals in spontaneous teaching practice. International Journal for Qualitative Studies in Education, 2 (1), 25-39.

Fox, D. (1983). Personal theories of teaching. Studies in Higher Education, 8, (2), 151-163.

Hanson, D. & Herrington, M. (1976). From college to classroom: The probationary year. London: Routledge & Kegan Paul.

Hunt, D. E. (1987). Beginning with ourselves in practice, theory, and human affairs. Cambridge, MA and Toronto, ONT: Brookline Books, Inc. and OISE Press.

Hunt, D. E. (in preparation). The renewal of personal energy. Manuscript in preparation.

Lacey, C. (1977). The socialization of teachers. London: Methuen.

Lortie, D. (1975). Schoolteacher: A sociological study. Chicago: University of Chicago Press.

Marshall, H. (1989). Encouraging student teacher reflection through metaphor. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Munby, H. & Russell, T. (1989). Metaphor in the study of teachers' professional knowledge. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Nias, J. (1985). Reference groups in primary teaching: Talking, listening and identity. In S. Ball and I. Goodson (Eds.), Teachers' lives and careers. Lewes: Falmer Press.

Polanyi, M. (1958). Personal knowledge. Chicago: University of Chicago Press.

Ryan, K., Newman, K., Mager, G., Applegate, J., Lasley, T, Flora, R., & Johnston, J. (1980). Biting the apple: Accounts of first year teachers. New York: Longman.

Schlechty, P. (1985). A framework for evaluating induction into teaching. Journal of Teacher Education, 36(1), 37-41.

Wodlinger, M. (1989). Exploring metaphor and narrative as tools in assisting preservice teachers develop. Paper presented at the Annual Meeting of the Canadian Society for Studies in Education, Quebec City.

Woods, P. E. (1981). Strategies, commitment, and identity: Making and breaking the teacher. In L. Barton and S. Walker (Eds.), Schools, teachers, and teaching. Lewes: Falmer Press.

Zeichner, K. (1983). Individual and institutional factors related to the socialization of beginning teachers. In G. Griffin and H. Hukill (Eds.), First years of teaching: What are the pertinent issues?. University of Texas, R & D Center of Teacher Education, Austin.

Zeichner, K. & Gore, J. (1990). Teacher socialization. In W. R. Houston (Ed.), Handbook of Research on Teacher Education. New York: Macmillan.